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ABSTRACT

Based on the environment and directed at elementary and intermediate level students, 5 field trips are a significant part of the 12 social studies activities in the sixth booklet by the Upper Mississippi River ECO-Center outlining environmental and outdoor education activities. Most of the activities include objectives, activity description, evaluation, grade level, and one activity provides a resource list and bibliography. Guide sheets are provided for survey activities based upon visits with city businesses, a school site, recreational areas, community citizens and a field trip site. Activities are designed to help students learn the difference between man-made and natural areas, the effect of recreational areas on the environment, techniques of observation, and the attitudes of their fellow students and themselves regarding the environment. Also included are writing activities based on the history of a field trip area and on pioneer living; these activities are designed to promote learning about the early settlers and their daily lives, the use of reference books, report writing, note taking, summarizing, and the value of local historical records. (SB)

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101 ENVIRONMENTAL EDUCATION ACTIVITIES

BOOKLET #6

SOCIAL STUDIES ACTIVITIES



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Interdisciplinary
Science
Social Studies
Outdoor Education
Language Arts
Mathematics
Art and Music

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The Upper Mississippi River ECO-Center

Title III, ESEA

Thomson, Illinois

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Edited and compiled

by

Helen Whitney

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101 Environmental Education Activities

Booklets:

1. Art and Music Activities
2. Language Art Activities
3. Mathematics Activities
4. Science Activities
5. Science and Social Studies (Interdisciplinary) Activities
6. Social Studies Activities

SOCIAL STUDIES

Contents

<u>Activity</u>	<u>Description of Activity</u>
1.....	Resort Management
2.....	Fourth Grade Community Study
3.....	Fourth Grade School Site Study
4.....	Human Resources
5.....	Writing History of Field Trip Area
6.....	Pictorial Survey of Field Trip Area
7.....	Survey of Recreational Areas in Community
8.....	Study of Pioneer Life
9.....	Old Homes
10.....	Antiques
11.....	Keeping a Diary
12.....	A Census of Behaviors

RESORT MANAGEMENT STUDYCHECK SHEET

I. What legal requirements might be necessary before a resort could be established?

1. _____
2. _____
3. _____

II. Give five requirements for a good site.

1. _____
2. _____
3. _____
4. _____
5. _____

III. When the owner starts to develop his site list 10 things he must do before he can open the camp to the public.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

IV. The owner wishes to have swimming facilities. List 10 things necessary before the swimming area can be opened to the public.

1. _____
2. _____
3. _____
4. _____
5. _____

CHECK LIST

IV. The owner wishes to have swimming facilities. List 10 things necessary before the swimming area can be opened to the public.

6. _____
7. _____
8. _____
9. _____
10. _____

V. The Lake is large enough for water craft. List four types of water craft acceptable on a small lake that is also used for swimming.

1. _____
2. _____
3. _____
4. _____

Should the use of outboard motors be prohibited? If so, why?

VI. Why is a store desirable? List three reasons.

1. _____
2. _____
3. _____

List five problems that might come up when plans are made for a store.

1. _____
2. _____
3. _____
4. _____
5. _____

VII. If the lake is used for fishing what has to be done first?

- _____
- _____

CHECK LIST (cont'd)

VIII. List ten problems a camp manager might encounter.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

IX. After the restaurant is built and a manager hired, list ten problems that the manager might encounter.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

X. How can rodents be controlled?

How can insects be controlled?

Here are some businesses found in cities and towns. Some supply things that people need and some supply services. Put a check(✓) in the proper column to tell which each supplies. Check only those you saw. If you did not see it, do not mark it. A few of these may belong in both columns.

	GOODS	SERVICES
Sporting goods store		
Lumber yard		
Music store		
Restaurant		
Hobby shop		
Barber shop		
Grocery store		
Bank		
Greenhouse		
Shoe store		
Radio and T.V. Sales and Repair		
Beauty shop		
Hotel		
Bakery		
Dry goods store		
Laundromat		
Gift shop		
Hardware store		
Feed store		
Gas station		
Tavern		
Monument works		
Camera shop		
Clothing store		
Shoe repair shop		
Variety store		
Plumbing shop		
Drug store		
Garage		
Auto parts store		
Furniture store		
Motel		
Jewelry store		
Taxi service		
Bowling alley		

Guide Sheet II

You have seen pictures of an old house and a new one. On this sheet name some things you found about old houses.

Now list some things you found about new houses.

Guide Sheet III

Below are some businesses that are public services and some are private organizations. Put a check in the column which tells which it is. Mark only those you saw.

	PUBLIC SERVICE	PRIVATE
Newspaper Office		
Radio Station		
T.V. Station		
Doctor's Office or Clinic		
Hospital		
Police Station		
Telephone Office		
Utilities Office		
Fire Station		
Dentist		
Post Office		
Travel Agency		
School		
Church		
Court House		
Moose Lodge		
Jaycees		
City Hall		
Masonic Lodge		
V.F.W.		
Library		
Sewage Disposal Plant		
Boy Scouts		
4-H Club		
Veterinarian		
Rotary Club		
Lions Club		
Airport		
City Bus Service		
Theater		
Museum		

Check List For Housing

Answer yes or no or put in a number where it is asked for in the answer.

Answer yes or no or put in a number where it is asked for in the answer.

12

Guide Sheet IV

Did you see any factories? If you answer "yes", tell its name.

If you know what the factories make, tell that.

All urban areas have streets, sidewalks, and alleys. Answer these questions about them.

With what are the streets paved?

With what are the alleys paved?

Of what were the sidewalks made?

Were there curbs and gutters?

Were there any storm sewers?

Did you see any parking lots?

Did you see any parks or playgrounds?

School Site Study

3

- I. Materials - What is each made of?
 - A. School building
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - B. Playground
 - 1.
 - 2.
 - 3.
 - C. Fences
 - 1.
 - 2.
 - D. Wires, poles
 - 1.
 - 2.
- II. Drainage patterns
 - A. Trace drainage from high to low
 - B. Where does the water go?
 - 1.
 - 2.
 - C. How would this affect storm sewers? Ditches?
 - 1.
 - 2.
 - D. Would the run-off affect flooding of creeks and rivers?
How?
 - 1.
 - 2.
- III. Playground
 - A. How large is the playground? Pace it and figure its length and width in feet
 - B. What playground equipment is there?
 - C. Is there a flagpole?
Where?
What flags are flying?
- IV. Size of building
 - A. Pace building exterior
 - B. Give length and width in feet
- V. Trees
 - A. How many trees are on the school site?
 - B. Are the trees old or young?
 - C. How can you tell if the trees are old or young?
- VI. The school building
 - A. Is the building one or two stories tall?
 - B. Is there a basement?
 - C. How many doors has it?
 - D. How many windows?
 - E. How are the wood and metal protected from weathering?
 - F. Improving the school site
 1. How the board can improve the city
 2. How pupils can improve the site

- G. How wildlife can be attracted to school site
 - 1. Planting - study kinds
 - 2. Feeding - set up stations
- H. Math on the school site
 - 1. Figure number of square feet in door
 - 2. Figure number of square feet in window
 - 3. If pupils have advanced enough in math, figure the square feet in all doors and windows
 - 4. Measure grounds in feet, yards, and rods
 - 5. If children are starting the metric system, measure areas in meters

VII. Public Utilities

- A. Telephone
 - 1. How many wires in?
 - 2. Where?
- B. Electricity
 - 1. Where enters building?
 - 2. Number of uses in building

VIII. Heating the building

- A. What kind of fuel is used?
- B. Where does fuel come from?

(From the Environmental Education Center, Oteen, North Carolina)

Activity: Interviewing and drawing conclusions

Discipline Area: Social Studies

Grade Level: Junior and Senior High School

Objectives:

1. Pupils will learn to conduct interviews and report accurately.
2. Pupils will learn to summarize public opinion.
3. Pupils will learn to look at several different aspects of a project before making up their minds.

Activities:

1. Pick a topic which is of local importance and one that you are interested in. The topic could be road construction, the building of a dam, clearing a forest, or the building of a new school.
2. Make a list of questions that you can use when you talk to people about this topic. What things do you need to know in order to decide if you are in favor of the project or against it?
3. Interview two people who are in favor of the project and two who are opposed to it. You may want to tape record two of your interviews. If not, notes should be kept. Based on the information from your interviews, make a list of advantages and disadvantages for the project.
4. Make a general questionnaire to find out the opinion of a large number of people in the community. You might use questions like:
 - a. Are you for or against the building of a nuclear power station near Savanna?
 - b. Why are you in favor of or opposed to it?
 - c. Would you be directly affected?
 Give the questionnaire to the students in your class and ask them to have their parents fill it out and return it to the class. Tally the results.
 - a. How many were in favor of the project? _____
 - b. How many were against it? _____
 - c. What were the reasons given? _____

5. Based on what you have found, do you think the project should be carried out? _____

Activity: Writing a history of field trip area

Discipline Area: Social Studies

Objectives:

1. Pupils will learn something of local history.
2. Pupils will learn to research local records.
3. Pupils will learn value of local historical records.
4. Pupils will learn to write a concise history of area.

Activities:

1. Assemble material for research
2. Interview local people with knowledge of area to be studied.
3. Evaluate and assemble material.
4. Write a concise history of area.

Evaluation: Teacher's evaluation of class, written reports, and final history.

Activity: Pictorial Survey of Field Trip Area

Discipline Area: Social Studies

Objectives:

1. Pupils will learn history of area through examination of old pictures.
2. Pupils will learn to take pictures with objectives in mind.

Activities:

1. Pupils interview people with historical pictures and get permission to reproduce them.
2. Pupils take picture of area.
3. Pupils make a display and show it.

Evaluation: Teacher will evaluate each pupil on his contribution to the whole and on the quality of his work.

Activity: Survey of Recreational Areas in Community

Discipline Area: Social Studies

Objectives:

1. Pupils will gain insight into what conditions are necessary for a good recreation area.
2. Pupils will note difference between man-made and natural areas.
3. Pupils will learn how recreation areas are established.
4. Pupils will learn something of maintaining recreation areas.
5. Pupils study impact of recreation area on environment.

Activities:

1. List recreation areas within a given boundary.
2. Groups work on different recreation sites; e.g. marinas, state parks, city parks, and amusement parks.
3. Find out legal requirements for recreation areas.
4. Learn what is necessary to set up area.
5. Interview owners or caretakers to learn of maintenance of recreation areas.
6. Find out problems of maintaining recreation areas.
7. General discussion of recreational areas.
8. Each group prepares an environmental impact statement.
9. Make a booklet of findings with recommendations for someone who wants to start a recreation area.

Evaluation: Teacher will carefully check each pupils contribution to booklet.

Quiz over types of recreational areas establishment, environmental impact and maintenance.

Activity: Study of Pioneer Life

Discipline Area: Social Studies and Language Arts

Objectives:

1. Children will learn the importance of careful planning by pioneer families.
2. Children will learn how pioneers lived.
3. Children will learn to use reference works in preparing a unit.
4. Children will learn note taking and writing of reports.
5. Children will learn of pioneer life by reading and reporting on books about pioneer life.

Activities:

1. Children may work individually or in groups.
2. A visit to a pioneer museum before starting work on the project would be helpful. If a museum is visited, children should decide which things were brought to a new area by settlers and which would later be added to the families possessions.
3. Visit the site of the earliest settlement in the area. Decide what the site had that made it desirable for settlement. Learn from old records who the earliest settlers were, where they came from, and how they came.
4. The actual settlements
 - a. Preliminary planning
 1. How to travel
 2. What to take (include food supplies and live stock) (Food supplies only staples. List)
 - b. The first settlement
 1. Choosing the site
 2. Steps in settlement
 - c. Division of work in a pioneer community
 1. Mother's work
 2. Father's work
 - d. How a community grew
 - e. Community cooperation
 - f. Literature of and about pioneers
 1. book reports
 2. studying poetry

Evaluation: Teacher evaluates work according to how well class has accomplished goals set.

Bibliography:

Education for Survival; social studies and science curriculum, grades 1,2,3.

The North Jersey Conservation Foundation

Education for Survival; ecology in science and social studies, grade 5.

The Worldbook Encyclopedia

PIONEERS

I. Planning to move to new area

- a. Where to go
 - 1. How decided
 - 2. Route to travel
- b. How to go
 - 1. Land travel
 - 2. Water travel
- c. What to take
 - 1. Farm equipment
 - 2. Household equipment
 - 3. Food
- d. Livestock
 - 1. Horses
 - 2. Cattle
 - 3. Hogs
 - 4. Sheep
 - 5. Chickens

II. The Settlement

- a. Choosing a site
 - 1. Water
 - 2. Wood
 - 3. Farm land
- b. Founding the homestead
 - 1. Building shelter
 - 2. Clearing land
 - 3. First crops
- c. Food supply
 - 1. Wild foods from hunting
 - 2. Wild foods from plants

III. Making things needed

- a. Dishes and eating utensils
- b. Furniture

IV. Division of labor

- a. The father
 - 1. Protect the family, etc.
- b. The mother
 - 1. Food
 - 2. Clothing, etc.
- c. Children
 - 1. Herding livestock
 - 2. Gathering wild food
 - 3. Helping with housework and chores

Literary Selections

The Arbuthnot Anthology of Children's Literature
Anthology of Children's Literature, Johnson, Scott and Sickels

Some of the best stories of pioneers are:

Carr, Mary Jane

Children of the Covered Wagon: a Story of the Oregon Trail

Berry, Erick

Hearthstone in the Wilderness

Brink, Carol Rylie

Caddie Woodlawn

Dalglish, Alice

The Courage of Sarah Noble

America Builds Homes: the Story of the First Colonies

America Travels: the Story of a Hundred Years of Travel in
America

Dana, Dorathea

Sugar Bush

Edmonds, Walter D.

Wilderness Clearing

Forbes, Esther

Johnny Tremaine

Grey, Katharine

Rolling Wheels

Meigs, Cornelia Lynde

The Covered Bridge

Willow Whistle

Wind in the Chimney

Morrow, Honore

On to Oregon

Seigfert, Ella

Little Amish School house

Wilder, Laura Ingles

Any of the Wilder books

Activity: Old Homes

Discipline Area: Social Studies

Objectives:

1. Through the study of old houses pupils will learn when first settlements were made and something of financial and social status of builders.
2. Pupils will learn reason for the choice of sites.
3. Pupils will learn of early building materials.
4. Pupils will observe styles of buildings and furnishings.
5. Pupils will observe water supply, plumbing, and heating.
6. Pupils will complete project with a summary of facts and/or a display of pictures.

Activities:

1. Locate and get permission to visit old houses.
2. Look at films and pictures to familiarize themselves with features to look for.
3. Search old county records for dates and locations of early settlements and buildings.
4. Visit old houses taking pictures of special features.
5. Check reasons for locations.
6. Check water supplies.
7. Check heating.
8. Check plumbing, if any.
9. Check types of building materials; sources and reasons for using.
10. Assemble material and hold class discussions learning common characteristics and differences.
11. Visit historical museums.
12. Assemble material in booklets.
 - a. This may or may not have historical value depending on age of pupils and depth of study.
13. Pupils might arrange an exhibit of pictures of homes and/or antiques.

Evaluation: Teacher should have clear goals; booklets and displays should be checked carefully for evidence of accomplishment of goals.

Activity: AntiquesAntiques

Summary: One approach to the study of the environment is to examine the cultural history of the area. Students may learn much about the area through the study of antiques. They learn what was in the pioneer homes and how these things were used. They also learn how the culture changed as the country developed and people became more prosperous. Several weeks will be needed for this project to give the pupils time to visit museums and antique shops. They will also need time to arrange interviews, collect material and make displays.

Discipline Area: Social Studies and language arts

Grade Level: Intermediate and junior high

Objectives:

1. Students will develop more appreciation for their environment by studying its cultural history.
2. A study of antiques will help children become more familiar with the customs and traditions of their environment.

Activities:

1. Visit one or two historical museums. Be sure that one museum has a collection of old tools and implements.
2. Visit several antique shops. Learn the names of unfamiliar objects and what they were used for.
3. Take pictures. These can be arranged to make a systematic study of pioneer times. Be sure to give credit to the museum or shop in which pictures were taken.
4. Ask an antique dealer and/or collector to talk to the class.
5. Arrange a display of antiques and invite other classes to visit.
6. Learn to use some antique tools and give demonstrations.

Evaluation: Each child should choose some phase of the study and complete his project.

For reference:

The World Book Encyclopedia

Any books on antiques:

Foxfire and Foxfire II

Keeping a Diary

Activity: Writing a diary for a pioneer woman or man

Discipline Area: Language Arts and Social Studies

Grade Level: Intermediate, junior high

Objectives:

1. Pupils will better understand the basic needs of life and the pioneer struggle to obtain them.
2. By keeping a diary the children will better understand the day by day activities of the pioneer family.
3. Children will learn more of the division of labor in pioneer times and its necessity.

Activities:

1. Children will make diary entries for each week for a year. Entries should include: butchering (the work of the men and the women), soap making, laundry, weaving, sewing, cutting wood, sheep shearing, hunting, plowing, planting, and reaping, building, gathering wild foods in season, gardening, illnesses, visits by the minister, pioneer entertainment, etc.
2. Entries in the diary should record events in the order in which they took place during the year.
3. Careful research is necessary to determine if the family would do those particular things; for example, a family on the great plains would not build a log cabin, but would probably use sod.
4. With some imagination the pupils can reconstruct the life of the pioneers.

Evaluation: Each child should complete a diary. A couple, boy and girl, may work together to better understand and record the division of labor necessary in a pioneer community.

Foxfire and Foxfire II are excellent sources of pioneer methods.

A CENSUS OF BEHAVIORS

The following sheet is a value clarification exercise you might want to try on yourself, a fellow teacher, or your students.

GOAL - In view of environmental concerns today, a model is presented for the overall goal of environmental education. The goal is stated in terms which should be acceptable to most citizens. Listed below the goal are ten behaviors which reflect that goal. A rating of these behaviors may help to identify citizens that exhibit the overall goal.

I. Rating Behaviors

Rank each of the vertical columns (A-D) 1-5 according to your feeling.

- Column A - Sixty-five percent of the people in your community have this behavior.
- Column B - It's important that people who have these behaviors be supported.
- Column C - It would be desirable for students in your school to exhibit these behaviors.
- Column D - Think about yourself (not ideal self, but what you are now). To what extent do you have these behaviors?

Interpreting the Data

Now that the statements have been ranked tabulate vertically and horizontally. The horizontal ranking might indicate what behaviors seem to be important, hard to attain, or perhaps controversial. The vertical ranking might reveal some interesting comparisons. For instance do you expect more from others than you yourself exhibit? A further interpretation of the data might include determining means and spreads for an entire class. Or perhaps having a class do a survey. Each behavior could be graphed according to percent rank 1 & 2, what percent 3, what percent 4 & 5.

II. Name three persons living or dead who exhibit most of these behaviors. Again a tabulation might be done.

III. Name three organizations that stand for these behaviors.

IV. What Direction?

After examining the results, some of the questions before you now are: What are the patterns of response? What are the implications, if any? What if anything should be done about it? What would be the next steps? What is needed to move in the desired direction?

A MODEL FOR ENVIRONMENTAL EDUCATION

12

Goal: To develop a citizenry which is knowledgeable concerning the biophysical environment, and its associated problems, aware of how to help solve these problems, and motivated to work toward their solution.

Census of Behaviors

- I. Being able to discuss environmental issues intelligently
- Being able to gather information about environmental issues
- Being able to make sound judgments about environmental issues
- Being able to influence environmental decisions making at the local, state and national levels
- Being actively involved in an environmental organization to protect the environment from misuse
- Feeling free to criticize governmental decisions which threaten the environment
- Feeling free to protest governmental decisions which threaten the environment
- Feeling able to take part in a recycling campaign in the local community
- Advocating that citizens should limit family size to cut down on the use of resources
- Feeling able to influence lawmakers and industrial leaders in the U.S. on environmental concerns

A	B	C	D

II. _____

III. _____

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Maybe yes, maybe no
- 4 - Agree
- 5 - Strongly agree

Developed by Dr. Weiner (NIU) for
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